



OFFICE OF RACIAL EQUITY AND SOCIAL JUSTICE

Marc Elrich
County Executive

Tiffany Ward
Director and Chief Equity Officer

MEMORANDUM

March 20, 2023

To: Jennifer Bryant, Director
Office of Management and Budget

From: Tiffany Ward, Director
Office of Racial Equity and Social Justice 

Re: Racial Equity Impact Assessment (REIA) Supplemental Appropriation (SA) #23-84
Relocatable Classrooms

- I. **FINDING:** The Office of Racial Equity and Social Justice (ORESJ) finds that Supplemental Appropriation #23-84 Relocatable Classrooms provides a countywide resource and benefit to Montgomery County Public Schools. There is insufficient information to determine the extent to which this supplemental appropriation is likely to advance racial equity and social justice. ORESJ's analysis is therefore inconclusive.

- II. **BACKGROUND:** The purpose of Supplemental Appropriation #23-84 Relocatable Classrooms is to initiate the allocation of \$7.5m (which includes a \$2.5m increase in the FY24 Capital Budget expenditure) for Relocatable Classrooms (Capital Improvements Program P846540). This is a countywide project to address overutilization, class-size reduction, special education, and pre-kindergarten programs throughout the school system¹. Accelerating the FY24 expenditure is requested so that contracts for leasing, relocation, and maintenance work can take place early in Summer 2023, and that units will be ready for the start of the 2023-2024 school year. Available information indicates that appropriation for this project first took place in FY84 and will indefinitely continue.

¹ RESJ Template Response. February 2023.

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Typically, to determine the extent to which a supplemental appropriation like this is likely to advance racial equity and social justice in the County, ORESJ would assess available information that responds to the following questions:

1. How will the distribution of resources be determined?
2. What criteria are used to determine the prioritization of schools for relocatable maintenance and replacement?
3. How will inequities in opportunity and achievement disproportionately impacting students of color, students approved for the Free and Reduced Meals Program (FARMS), students enrolled in English Speakers of Other Languages (ESOL) figure into the prioritization of schools for relocatable maintenance and replacement?
4. The Blueprint for Maryland's Future addresses five main policy areas, in what ways will this allocation support the implementation of Blueprint for Maryland's Future?

Responses to these questions, along with an understanding of the intersection of school environment and achievement is essential for conducting a racial equity analysis of the Relocatable Classroom project. At the time of this assessment, information related to the above questions was not available for analysis making it difficult to assess whether the processes related to this project are equitable or how historical inequities in school resource allocation are considered.

For more information about the intersection of school environment and achievement, please see REIA of Supplemental Appropriation #22-63 MCPS Lifecycle Upgrades² and Supplemental Appropriation #23-05 MCPS Major Capital Projects -- Secondary. Main highlights from these REIAs confirm that school quality—including facilities that make up the school environment—impact teacher recruitment and retention and other indicators like student attendance, test scores, effort, and health of the overall school community³⁴.

cc: Ken Hartman, Director, Strategic Partnerships, Office of the County Executive

² <https://www.montgomerycountymd.gov/ore/Resources/Files/22-63.pdf>

³ <https://www.montgomerycountymd.gov/ore/Resources/Files/22-63.pdf>

⁴ <https://www.montgomerycountymd.gov/ore/Resources/Files/23-05.pdf>